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CONFERENCE ON WAYS THE AREA SCHOOL PERSONNEL WORKER AND THE HIGH SCHOOL COUNSELOR CAN WORK TOGETHER, A REPORT (ATLANTA, GEORGIA, JULY 21-22, 1966).

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APPROXIMATELY 60 GEORGIA HIGH SCHOOL COUNSELORS AND AREA VOCATIONAL-TECHNICAL SCHOOL STAFF MEMBERS PARTICIPATED IN A CONFERENCE TO EXPLORE WORKING RELATIONSHIPS BETWEEN THE TWO GROUPS AND TO EXAMINE THE UNIQUE CHARACTERISTICS OF THE VOCATIONAL SCHOOL AND THE PROBLEMS RELATED TO THIS TYPE OF EDUCATION. BACKGROUND PAPERS PRESENTED WERE (1) "ATTITUDES OF THE AMERICAN PUBLIC REGARDING PRESTIGE ASSIGNED TO VARIOUS TYPES OF WORK" BY R. PAYNE, WHICH DISCUSSED THE UNIVERSALITY AND TIMELESSNESS OF THE SOCIOLOGICAL TRAIT OF ASSIGNING PRESTIGE TO VARIOUS OCCUPATIONS, (2) "STEREOTYPED ATTITUDES TOWARD OCCUPATIONS--AN OBSTACLE TO FREEDOM OF CHOICE" BY E. SWAIN, WHICH CHALLENGED THE AUDIENCE TO EXAMINE THEIR OWN OCCUPATIONAL PREJUDICES BEFORE ATTEMPTING TO DEAL WITH THOSE OF STUDENTS, AND (3) "BEHAVIOR OF AREA SCHOOL PERSONNEL WORKERS IN WORKING WITH SURROUNDING HIGH SCHOOL COUNSELORS--RELATIONSHIPS, ACTIVITIES, AND MATERIALS" BY K. HOYT, WHICH OUTLINED THE RELATIONSHIPS AND ACTIVITIES OF THE PERSONNEL WORKER AND THE HIGH SCHOOL COUNSELOR IN FORMING AN EFFECTIVE AND RESPONSIBLE ALLIANCE. MAJOR PROBLEMS AND SOLUTIONS IDENTIFIED IN GROUP DISCUSSIONS ARE PRESENTED. REPORTS AND RECOMMENDATIONS ARE INCLUDED FOR GROUP ASSIGNMENTS ON (1) DEFINING THE ROLE OF THE COUNSELOR AND THE PERSONNEL WORKER, (2) COMPILING A LIST OF COOPERATIVE ACTIVITIES AND SPECIFIC RESPONSIBILITIES FOR EACH ACTIVITY, (3) COMPILING SPECIFIC INFORMATION NEEDED BY COUNSELORS AND POTENTIAL VOCATIONAL-TECHNICAL STUDENTS, AND (4) LISTING MEDIA FOR MAKING THE INFORMATION AVAILABLE. (PS)

**CONFERENCE ON WAYS THE AREA SCHOOL PERSONNEL WORKER
AND THE HIGH SCHOOL COUNSELOR CAN WORK TOGETHER**



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Vocational Guidance
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CONFERENCE ON WAYS THE AREA SCHOOL PERSONNEL WORKER
AND THE HIGH SCHOOL COUNSELOR CAN WORK TOGETHER

A Report of a Conference

JULY 21-22, 1966

held at

BILTMORE HOTEL, ATLANTA, GEORGIA,

Dr. James E. Bottoms
Project Director
Supervisor of Vocational Guidance
State Department of Education

Mr. Fred Otte
Assistant Project Director

This conference was sponsored by the Vocational Guidance Service of the Division of Vocational Education, Georgia State Department of Education, and supported by the Georgia State Department of Education and by a contract with the United States Office of Education, under provisions of Section 4(c) of the Vocational Education Act of 1963.

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This conference demanded the cooperation and involvement of several groups of people. Special words of appreciation go to these people for the time, interest, and enthusiasm they contributed to the conference.

The Georgia Association of School Counselors, headed by Mrs. Kay Crouch, and the Department of Guidance and Testing of the Georgia Teachers' and Education Association, headed by Coye Williams, deserve special praise for their diligent and effective work.

To the Georgia high school counselors and the area vocational-technical school staff members who participated in the conference is extended a word of thanks for the special kind of attention they gave to the committee assignments. The chairmen and recorders of the groups are to be thanked for the manner in which they conducted the sessions and prepared the reports.

The three special consultants--Dr. Emeliza Swain, Dr. Raymond Payne, and Dr. Kenneth B. Hoyt--deserve praise for their excellent background papers and their contributions to group discussions.

To the out-of-state consultants goes an acknowledgment of appreciation for contributing their knowledge and experiences to the group discussions.

Fred Otte, Assistant Project Director, deserves special appreciation for his effective and expert planning of the conference.

And to Mrs. Karen Branan, Special Project Assistant, a word of appreciation for attending all group meetings, becoming involved in them, and for her assistance in editing and organizing this report.

Dr. James E. Bottoms
Project Director
September, 1966

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CONFERENCE SUMMARY

There are many factors which led to this conference. The most significant one was the need to examine the ways in which area vocational-technical school personnel workers and high school counselors can work together. This relationship needed examination for several reasons.

First, the area vocational-technical schools are a new concept of education in Georgia. They are designed to prepare our citizens for the new types of occupations that are developing. They represent the most recent addition to the educational structure in the state. Just as when a new individual is added to an existing group, this new addition's role must be defined. This definition should point out how the new member will operate with other members of the group and how they will operate with him. In this way, an understanding is established as to the expected roles of each, thereby avoiding much confusion and conflict. The role of the vocational-technical school, this new addition to education, is still evolving. Our relationships and roles with other educational agencies, such as the high school, need further clarification. An examination of these relationships and a definition of the expected behavior of each, as it relates to assisting students, is necessary to the effective growth of vocational-technical schools as a major part of the educational structure in the state. This conference was designed as a beginning in examining that role between the two as it relates to the student personnel worker and the high school counselor.

The second reason for the conference involves the unique characteristics of the vocational-technical school and the problems related to this type of education. Because of this uniqueness, the role relationship between the high school counselor and the student personnel worker differs from that between the high school counselor and the college personnel worker. The relationship between the high school counselor and the student personnel worker is closer and more direct than that which exists between the college and the high school.

The conference issued a challenge to its participants to examine the unique characteristics of vocational-technical schools -- particular problems that confront this type of education -- and to project behavior that can be expected of both the high school counselor and the area school personnel worker that will enable this type of education to be a dynamic part of this state's educational structure.

The broad range of programs offered by these schools requires a closer understanding on the part of students if they are to adequately evaluate their abilities against programs offered in the schools. One of the most pressing problems facing vocational education is the way in which potential students view this type of education. This problem must be attacked if students are to take advantage of this educational opportunity. This and other problems can best be attacked if the personnel worker and the counselor have agreed upon their roles in working together to provide youth with the opportunity to take advantage of existing opportunities.

The third reason for this conference was that only through an effort of members of both groups could a plan be legitimately achieved. During the past several years, these two groups have been successful in developing ways for working together. Despite much progress, however, there have been signs among both groups suggesting a need for clarifying relationships. No doubt this has resulted from the closeness of the relationship existing between the two. So this conference was an attempt to spell out those behaviors of the counselor and the personnel worker that have enabled the vocational-technical schools to effectively serve Georgia's citizens. The statements which emerged from the conference will be of value, not only to those counselors and personnel workers serving students today, but to new personnel workers and counselors and to other states which are currently developing area school programs.

Dr. James E. Bottoms
Project Director
September, 1966

BACKGROUND PAPERS

In recognition of the fact that one of the area schools' greatest problems is that of status, Dr. Raymond Payne presented a paper on the attitudes of the American public regarding prestige assigned to the various types of occupations. Dr. Payne's paper expounded in excellent fashion upon the universality and timelessness of this sociological trait of assigning prestige to various occupations. He left to his listeners the task of applying his implications to their particular situations.

Dr. Emeliza Swain challenged her audience to examine their own occupational prejudices before attempting to deal with those of students. She called for a broader commitment on the part of the high school counselor to their responsibility of assisting students to understand all occupational and educational opportunities.

Dr. Kenneth Hoyt captured the mind of his audience when he confronted the personnel workers with a question once asked of the high school counselor: What is your reason for being? What is your purpose? Dr. Hoyt outlined relationships, activities, and materials of the personnel worker and the high school counselor in forming an effective and responsible alliance.

ATTITUDES OF THE AMERICAN PUBLIC
REGARDING PRESTIGE ASSIGNED TO VARIOUS
TYPES OF WORK

Raymond Payne
Professor of Sociology
University of Georgia

This presentation has to do with work and with attitudes toward work. The title was suggested so that this paper might complement other parts of the program.

As you might well conclude, the topic and this task are very much to my liking. Being a sociologist, I have lived with these matters all my professional life, and I will explain how and why, and with what consequences, as we proceed. Further, as a concerned citizen in these times, I have hoped that the theoretical materials so ably developed by my sociological and social psychological colleagues could be brought to bear more directly upon the emerging conditions which were certain to stand between America and the full realization of its dream of an open society with freedom, independence, and comfortable lives for all citizens. Participating in this manner makes it possible for me to feel that I am personally helping to do that which I have for so long wished could be done.

I shall proceed by treating five sub-topics within the larger topic of this paper. First, we will take a look at the bases for the assignment of higher prestige to certain occupational categories than to others; second, we will look directly at the manner in which occupations are arranged in high-low prestige order; third, we will examine the relationship of occupational prestige to family social status; fourth, we will indicate briefly that there are pressures operating upon young people when they are choosing careers; and fifth, we will point out some implications of these matters for the work which counselors and personnel workers do in attempting to assist young people in making realistic choices.

In regard to the first of these, the bases for the assignment of differential prestige to the several occupational categories in our country, these things, among others, might be said.

It has ever been thus, in all times and places, insofar as it can be determined. Every historical account of a functioning society, every ethnographic report of a social system, large or small, and every personal observation of each of us has indicated that there are butchers, bakers, and candlestick makers, not just butchers or bakers or candlestick makers--that is, that there was some division of labor--a systematized division of labor built into the social organization. But not only that. There is the additional point that in each instance some of the occupational categories were held in greater esteem (granted more prestige) than others within the system. In some instances, butchers outrank bakers, and bakers outrank candlestick makers, and candlestick makers outrank practically nobody, while in another society (or in the same one at another time period!) another mix would prevail, and we might even see candlestick makers outranking almost everybody, including butchers.

It is true that in earlier societies, and in present-day primitive and peasant societies, differentiation, occupationally speaking, is less extensive and includes fewer categories and sub-categories than does our modern, commercial-industrial urban society, but differentiation does exist. Also, it is true that in such societies the prestige differential is less pronounced. That is, the occupational prestige ladder is shorter, containing fewer rungs and involving less total social distance from top to bottom, but, to repeat, both do exist--both occupational differentiation and occupational prestige hierarchies.

Here is an example: In hunting and gathering societies almost everyone--man, woman, young, old--spends most of his time and effort in the food quest: getting enough food and shelter to sustain the group. However, under these conditions we see the rudiments of division of labor, with usually some specialization of the religious function, usually the warring function, and perhaps hunting or something else. And invariably, the hunter will be respected (granted higher prestige or greater esteem, that is) than the warrior, or vice versa, and

both will (or will not) be granted greater prestige than the religious leader. Now, probably the really significant point here is that the differential prestige is present almost regardless of the individual, his personality, or his particular characteristics. My point is that the attitude of the group is toward the occupational category primarily, and toward the individual only secondarily.

Now, after having said that all societies do have divisions of labor and do have differential occupational prestige, additional considerations are forthcoming as to why. Why is it that some are rated higher than others? Well, in the first place, from what has just been set forth, each generation probably does just about what the preceding generation did. It continues to distinguish occupations just about as their parents did SIMPLY as part of becoming socialized and as part of transmitting culture--organized and repetitive as culture is--over time. Behind this, however, are more basic explanations to be teased out of the situation. It is thought that high prestige has been typically associated with the element of power. Along with power goes control, and the occupation which allows its group members to exert power and control over others and over their situations carries prestige. In primitive situations, the hunter has the power to save the group; the warrior has the power to off-set the invader or to take new territory in the name of the group; the shaman has access to the super-human power with which to manipulate the immediate situation. All of these would be prestigious occupations. Routine and less dramatic matters, such as preparing the kiln for cooking or serving, cleaning the group's quarters, or even making the tools of war, stand at lesser levels within the system because they have at best only indirect and diffuse power. In England a hundred or so years ago, the peerage, the church, and the military together carried about all the prestige there was to be had within the existing system. Shopkeeping, farming (other than gentlemen farming), and even law and medicine fell into lesser ranks. These placements were seen to have an almost direct relationship to the power component--the former categories carrying great lumps of power over others and over various social situations, with the latter carrying practically no power--political, economic, physical, or otherwise. With changing conditions in England and

in the world, rapid fluctuations in this arrangement took place, however. These changes have taken power away from England's military, the peerage, and the church, and transferred it to the merchant and manufacturer, the free and salaried professional, and the career civil servant, and there has been an accompanying transfer of prestige in the same directions and almost in direct proportion.

Note that nowhere in this entire discussion has there been any mention of other inherent factors in the occupation except power and control: nothing about whether the worker enjoys the work, whether he produces a complete product, whether he interacts with nice people on the job. All of these may be nice bonus returns from work, but they apparently have little to do with whether the community accords an occupation high prestige.

Perhaps this explanation of the prestige phenomenon is too simple for your tastes. It is too simple for my tastes, but I can't come up with an adequate substitute, so for the time being I am stuck with the power explanation.

However, the explanation seems to work in our society, at least. Prestige has been granted generally to high income occupations. Money almost equals power in our sort of social organization. High prestige has gone to the professions--particularly the free professions; these have in turn provided large incomes and have allowed members freedom to make decisions. Because they have had considerably higher than average educations, they have stood in positions to influence community action through direct or indirect participation in public affairs. Power, again. Relatively high prestige in our country has gone to the proprietors, managers, business owners and operators, and the like. These people also have relatively high incomes, but they also hire, fire, manage other people's wealth, influence tastes, change minds, and all of these evidence positional power. It is interesting to note some exceptions to these conditions. High income or even great wealth alone won't do it. Note the acting profession: high income, no power, low prestige. The same may be said of such things as gambling, even when legal. Or of sports. It usually takes a generation or two to work

out of the low prestige condition of any of these, and the working out must be carefully done with an eye to community attitudes and to the future.

For a long time researchers have been interested in the matter of public attitudes toward occupations. As early as 1925 attempts were being made (Counts)¹ to work out rating scales to discover these. Another attempt in 1946 might have been significant (Deeg and Paterson)² if it had been applied to a representative sample of the American public rather than to a limited number of college students. It was not, in fact, until 1947 that a methodologically refined and representative scale was finally developed. Conducted among a cross-section of Americans by the National Opinion Research Center and described by Cecil North and Paul Hatt³, it presented popular rankings of 90 occupations. Of the broader occupational categories, that of physician topped the list, followed by college professor, banker, minister, architect, chemist, dentist, lawyer, and priest. At the bottom were shoeshiner, street sweeper, garbage collector, sharecropper, janitor, and bartender. Translated into major occupational groupings, the order ran (1) professional and semi-professional workers; (2) proprietors, managers, and officials; (3) clerical, sales, and kindred workers; (4) craftsmen, foremen, and kindred workers; (5) farmers and farm managers; (6) farm laborers; (7) service workers; and (8) laborers.

Although not without its faults, the North-Hatt study was the first to be conducted with scientific caution; its sample of 3,000 and its list of occupations were quite representative and its ratings elicited a high degree of consensus. Slight regional, age, and sexual differences did appear, and interviewees tended to over-rate the rank of their own occupations. The overall patterning of responses was nonetheless highly consistent. "The findings," Hatt reported, "...indicate an extraordinary amount of agreement on the prestige value of occupations, regardless of region or size of community."

For a long time it was wondered how the results obtained in America would compare with results of similar studies in other countries. Finally, in 1956, Inkeles and Rossi compared the results of the occupational prestige polls in six industrial societies: Japan, Soviet Russia, Great Britain, Germany, New Zealand, and the United States.⁴ Comparing the degree of correlations among the

ratings, they found that occupations which ranked high, medium, or low in one country tended to enjoy an almost identical relative status in other nations; "...despite heterogeneity of research design," they concluded, "there exists among the six nations a marked degree of agreement on the relative prestige of matched occupations."

Another question of long standing is whether the occupational prestige system is in fact relatively stable or unstable in our society. As a check on this, a study was performed in 1963 using the North and Hatt scale with a representative sample of Americans.⁵ Very few changes were evident; the researchers were actually surprised at the apparent stability of the rankings over nearly two decades. Nuclear physicists had gone up in the scale, as had sociologists; diplomats had gone down; most rankings remained nearly identical.

I promised earlier to examine the relationship of occupational prestige and family social status. There is, in fact, considerable evidence to support the idea of occupational determination of social status. Occupation, one writer points out, "...has a social reality, especially in an industrial society. It is a real category of social classification that has direct meaning for status and class." (Leonard Reissman). Kahl and Davis, in an effort to deduce a status-denoting measure which is more objective than others and which would lend itself to better to inter-community comparisons, subjected 19 different indicators of class position to intensive statistical analysis. Their computations pointed to two which appear to underlie all others: occupational position and quality of house and residential area. Occupation, above all, proved most valid.

Yet, however much occupation and social class have in common, we must ask if the relationship between the two is sufficiently close to a "one-to-one" correlation to allow them to be used interchangeably. Can occupational level, in short, be exactly equated with class, and the answer must be "no", for a social class is a more complex and subtle entity than an occupational level.

Let's return to the question of the content of occupational prestige, that is, to the question of whether prestige is a one-to-one matter in relationship to control and power, or whether other elements enter in. In

one study intended to test this idea directly, persons were asked to rate 45 occupations in terms of several attributes. It was found that one factor, that of "behavior control"--"the position of the subject with respect to the control of other people's behavior, and their control of his"--appears to conform rather well to what is reported as occupational prestige. (Caplow).⁶ In a later study this same idea was presented to respondents as a combination of two traits of occupations, and in that study it was found that the attitudes of respondents indicate that the two traits "having influence over others" and "responsibility to supervise others" were closely correlated with prestige. (Garbin and Bates).⁷ However, these two taken together did not account for all the content of occupational prestige. Occupational prestige must be viewed as being composed of many interrelated characteristics, some of which may be more important with respect to one occupation than they are to another. For example, it is possible for an occupation to be judged very high in certain prestige correlates, and low in equally important correlates. Also, it was concluded that there is indeed a high degree of agreement in our society as to the ranking of occupations, and that young people are generally aware of the rankings and are influenced by their existence.

This takes us to the fourth sub-topic of this paper: the pressures on young people when they are choosing careers. There is certainly not a free choice--society brings its preferences to bear upon the situation and the individual is squeezed into serving as the instrument by which the family attempts to achieve higher status, or by which it aims at other goals.

Fifth, and last: The implications of all this for counselors and personnel workers as they attempt to assist young people in making realistic choices.

This too is mainly your business; you know your work better than I know it. I hope I have given you some tools for your activities, but I can't apply them for you.

However, I might speculate a bit. It seems that a counselor would have some obligation to help a youngster understand why he is choosing a given occupation and what portion of his choice is directed by the desire to gain

or maintain status or prestige. He should be helped to see the costs as well as the possible gains of choosing an occupation of any given prestige level. He should be made aware of the relative stability of the occupational prestige system, along with the fact that full vertical social movement is not only costly but also slow. He should not be permitted to expect easy, overnight movement upward. Perhaps above all he should be guided into discovering in time that social movement is not the only motive underlying education, work, and interaction. In any case, however, he deserves full and accurate instruction in and explanation of the occupational prestige system in his society so that he might have the greatest possible chance of adapting appropriately to that system.

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STEREOTYPED ATTITUDES TOWARD OCCUPATIONS--
AN OBSTACLE TO FREEDOM OF CHOICE

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The counselor and personnel worker, along with the whole enterprise of public education, is committed to foster for all individuals the freedom to choose. The topic of this paper implies that stereotyped attitudes interfere with freedom. Breaking down this type of obstacle is difficult and, indeed, may be impossible. But it is the obligation of education and of counseling to study and to attempt to deal with all obstacles to individual freedom.

What is meant by stereotyped attitudes? An attitude is an habitual way of responding to similar situations. An individual must make some sense out of a world full of details and new objects and varied events. One way in which he does this is to maintain in readiness an habitual way of behaving toward any instance of a class of objects, events, or ideas. By means of habitual reactions, he simplifies the world for himself, and responds to many stimuli with little expenditure of time, thought, and energy. He responds to each instance with the attitude he has developed toward the class to which it belongs.

To be useful, however, attitudes must be based on a fairly clear and accurate placement of single objects and events into a useful system of classes. Things grouped together must indeed be alike in all important aspects, and must be examined often enough that they may be re-classified if they change. Both the system of grouping and the attitude toward each class of things must remain flexible and open to change as circumstances change. The wise man deliberately re-examines his attitudes to keep them open and clear. He thus maintains the possibility of change within a system of attitudes stable enough to be efficient.

Attitudes described as stereotyped are those so rigid and automatic in their application that they outlive their original purpose and make for inefficiency in managing the world of variety and change.

An attitude of rejection toward a given class of event, for example, prevents the individual from looking at new examples of the class, since the automatic rejection occurs as soon as he classifies the specific instance as belonging to the class. His immediate and rigid response thus limits his freedom to perceive fully this instance and to formulate an appropriate response. His past perception and evaluations control his present and future behavior.

The basic nature of stereotyping is that each example of a group is perceived as possessing every characteristic of the class, and no others. This simplified picture of the class is often assigned a generalized term that represents an evaluation of all members of the class by the person who uses the term. These rigid reactions and evaluative terms are often emotionally charged and the emotional feelings are easily communicated to others and so may be adopted by many members of a social group.

The most insidious examples of stereotyping involve attitudes toward groups of persons. Especially is it deplorable that negative evaluative images of a class of persons obscure the common human qualities possessed by all individuals, while attributing only undesirable qualities to all members of the specific group.

We are here concerned about evaluative attitudes which seem prevalent among the population today toward certain occupations. Rankings of the prestige of various occupations have been shown to be fairly consistent over a period of years. There are terms of devaluation used toward those that rank low in this scale. There are emotional concomitants in the attitudes which seem to prevent consideration of certain occupations by some young people as suitable alternatives for them to choose. Persons who work in these occupations are spoken of in terms of disparagement--"common laborer," "factory hand," "blue collar worker."

Many of the occupations for which education is offered in vocational-technical schools are among those in this group. It is supposed that many young persons are prevented from considering the occupations and the vocational-technical courses because of the general attitude toward the occupations. Specifically, it is assumed that some potentially suitable students in the occupational fields

hold stereotyped attitudes toward them.

What educational means can be used to overcome such attitudes? Stereotyped and rigid attitudes develop through a series of experiences which confirm the evaluation of the object of the attitude. The corrective can only be found in experiences which disconfirm the attitude. Fewer experiences are needed for new learning if those are vivid and if the learner is vitally involved in activities, especially with persons that he comes to know and to like. The emotional concomitants of his present attitudes resulted in the rigidity that we are calling a stereotyped attitude. Interpersonal relationships as part of his learning more about specific occupations gives the greatest possibility that his attitudes may change.

To vocational-technical school personnel workers who wish to change attitudes toward specific occupations, I would make three broad suggestions. Each of them concern a different group of persons and the learning experiences which may have possibilities for changing the attitudes of these persons. As with all learning, this sort of learning can only be accomplished individually: one-by-one. For reasons that will become obvious, I will state the tasks to be accomplished with each group of persons and, in reverse order, will give examples of learning experiences which might accomplish these tasks.

First, what can you do to affect the attitudes of potential students? Each contact you make for the purpose of encouraging the consideration of vocational-technical schools as a choice should be planned to accompany whatever information is provided with some active participation by the student who receives the information.

This question should be posed of every such plan: "How much will he be involved in what aspects of the occupation or training with what person who is himself a representative of the occupation?"

Second, what can you do to affect change in the attitudes of the general population? The same question posed above is a fair guide to your plans for informing persons in various positions about a specific occupation. You might involve actively the members of civic clubs, Chambers of Commerce, parents of high school students, teachers of public school students of all ages, and their principals and superintendents.

In addition, in all your contacts with persons in your role as personnel workers in vocational-technical schools, you might usefully express carefully your understanding of the source of attitudes toward work. The attitudes we are concerned about in the general population have their source in a valuable ambition basic to the American way of life: "to get ahead." This ambition is often interpreted in the aristocratic--not democratic--tradition as "to get ahead of other persons." Thus the desire for symbols of prestige and status as compared with other persons is ingrained in American youth and becomes an important aspect of the laudable ambition to make something of oneself.

Those of us in education, especially counselors and personnel workers, have an obligation to understand the achievement motive as it affects youth and to deal with its manifestations in knowledgeable ways. The attitudes toward occupations that affect vocational-technical schools are only aspects of basic and valuable attitudes of our society. If our task of offering a better life to a new generation is to be accomplished, we are required to be leaders toward new attitudes and the strengths of old values. I would urge that you lead toward several attitudes basic to the idea of democratic education: (1) That "to get ahead" be taken to mean to know and to value one's own uniqueness; (2) That each other person be respected and valued because he is different and uniquely himself; (3) That work in whatever occupational specialty be seen in its value to the worker as his way of contributing to all other persons.

Third, and this is the hardest of the three suggestions to follow, each of us is a product of the same social milieu as those whose attitudes we deplore. With vastly better opportunities to know occupations, it is very unlikely that any one of us is free of the tendency to devalue certain types of work. Each of us must examine our attitudes and seek for ourselves experiences which allow us to test our own feelings. We must learn to detect the attitudes implicit in our behavior and language which may re-confirm negative attitudes--indeed, to detect our condescension toward the very students we would encourage to enter vocational-technical schools.

What experiences can we plan for ourselves to learn to feel respect for all men and all men's work? Some would say you must actually experience what the other experiences.

Perhaps that is the surest way to know his feelings, but there is evidence that the very opposite result can occur. My suggestion is that every counselor use every contact with persons as an opportunity to attempt to answer these questions: How would it be to be in his place? How would I feel? How would I act if I were in his situation? This use of the imagination in dealing with individuals is time-consuming, but the results are worthwhile--both in the immediate contact and especially in the habitual attitude of feeling with rather than doing something to other persons.

Often it is possible to accomplish the same results for oneself by basing your imagined identity on observations of a workman at his work: the waitress who is hurried and distressed, the construction worker on the highway or the building next door, the plumber who clears your drain.

It is obvious that one's own attitudes must constantly be examined if one strives to change attitudes of others. The effort to affect attitudes of the general population must involve many persons in education. It appears to me that the time is right for you in vocational-technical schools to make a real impact with careful planning. The developments in the occupational structure and the demands for educated workers in new fields will reinforce your efforts.

The very necessity for rapid change and retraining for many occupations opens an opportunity for continued education and for incorporating new and more useful attitudes into educational programs. Every businessman, manager, industrialist, foreman whose operations must change with new developments is potentially open to your message. Let me urge constant contacts with the community you serve so that your message fits the readiness of your broad audience. Be aware of all the schoolmen and their affiliations with community groups; join them in their efforts and invite them to join yours in expressing the need of the total population to see education as a life-long accompaniment to work of all sorts.

Finally, your immediate tasks with students and potential students may furnish you a pattern of disseminating information with attitude-change incorporated. You will find many ways to involve these young people in participation as they seek information. Industrial arts exploration, part-time study in the evening, work-study

programs may be the patterns in which attitude change can best occur.

I can see the possibility in many occupations of a "work sample," prepared especially for introducing persons to the "feel" of the instrument, the equipment, the product, or the work setting. Many schools invite parents to spend an evening following in miniature the schedule of their child's school day. Students in high school, parents, high school counselors, business and professional men might, by going through some planned sample of the operations of a job, gain some understanding of the occupation.

Your ingenuity in working with instructors and directors of your school may result in the essentials for changing attitudes--active involvement of the person in doing what he needs to be informed about and in knowing persons who represent the occupation to be considered.

BEHAVIOR OF AREA SCHOOL PERSONNEL WORKERS IN WORKING
WITH SURROUNDING HIGH SCHOOL COUNSELORS:
RELATIONSHIPS, ACTIVITIES, AND MATERIALS

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Introduction

Each of us reaches points in our professional lives where reasoning must be substituted for research -- where insights are expected to grow out of ignorance. The topic I have been assigned comes very close to representing such a point. Our ignorance on this subject far exceeds our knowledge. The knowledge we have is fragmentary and scattered at best. The small amount of research I will be able to report is going to have to be greatly supplemented by attempts to reason about the problems. I do not know the best solutions to these problems and would like to acknowledge this at the outset.

Recognizing this, I would hope to proceed by first building a kind of rationale with respect to why area vocational school student personnel workers should work with high school counselors. This rationale will be built around a set of perceptions regarding those high school students for whom the area vocational school may represent a reasonable educational choice. Following this exploration of why they should work together, I would like to devote the remainder of the discussion to questions pertaining to how high school counselors and area vocational school student personnel workers may choose to work together in the interest of the students each seeks to serve.

A Rationale for Working Together

How do administrators of area vocational schools justify encouraging the area vocational school student personnel worker leaving that school to work with high school counselors? How do high school administrators justify allowing their counselors to visit area vocational schools? How do counselors and area vocational school

student personnel workers justify these kinds of activities themselves? The only reasonable basis I see for answering questions such as these lies in examination of the needs of high school students. To use any other basis would, in my opinion, lead to inevitable conflicts in relationships, which could result in nothing other than less than optimal service to students.

The kinds of student needs on which this rationale is based are so obvious and have been repeated so often as to require no documentation and very little elaboration here. We know that, in order to compete successfully in our increasingly complex occupational society, the majority of today's high school graduates and dropouts must plan to continue their education somewhere after leaving the secondary school. While this does not represent a new concept for the college-bound student, it does represent a new concept for the majority of those who leave the secondary school. These students can no longer think in terms of "going to college" or "going to work". Instead, they are going to have to think very broadly in terms of the kind of educational opportunity which will best meet their needs. The number and variety of such opportunities is increasing very rapidly at the present time (3) (8). Even those students who traditionally have thought of themselves as the "college-bound" are finding it increasingly inappropriate, however comfortable, to confine themselves to such narrow thinking. The complex problems facing all high school students today do not lend themselves to simple nor to shallow solutions. Those students who drift are likely to become drifters. Those who fail to plan will find society's plans for them to be seldom palatable. Those who resist learning will find society resisting them. These student needs cannot be ignored.

But are these student needs being met at the present time? Empirical observation in secondary school settings would seem to lead to a negative answer to this question. The kinds of research evidence I have been able to accumulate through operations of the Specialty Oriented Student Research Program at the University of Iowa appears to support these empirical observations. In hopes that they may lend some sobering perspective to the seriousness of the problem, I would like to share some of our findings with you at this time.

These findings have all come from studying students who attended private trade, technical, or business schools at the post high school level. I am sorry that we have been unable to interest the U. S. Office of Education in allowing us to collect these kinds of data from students in public area vocational schools. My only reason for reporting what may be data from inappropriate students is that they represent the only data we have been allowed to collect. Having apologized, let me proceed to report.

We know that roughly three in every four of these students thought about obtaining some kind of specialty training while still in high school. Further, we know that roughly six in every ten made the final decision to attend the specialty school while still in high school. Those who would contend that today's high school students have little interest in discussing educational opportunities such as are found in an area vocational school will find no support in our data for such a contention. Our data strongly support the conclusion that today's high school students do think about these kinds of educational decisions and, in fact, make such decisions in large numbers while still enrolled in high school (1).

We also know that the assistance such students are currently receiving from their high school counselors leaves much to be desired. For example, in one sub-study, we found that 89% of these students reported they had a counselor in the high school they attended. Yet, when we asked them if they had ever visited with their high school counselor about possibilities of taking specialty training, only 60% said they had (1). A second example can be found in a doctoral dissertation just completed by one of my students (10). This study was concerned with studying answers students gave to the question, "What finally made you decide to come to this school?" A total of 3,618 students were included in this study. Of these, 21% either could not or would not give us any answer to this rather direct question. As a group, these students differed significantly from those giving specific reasons in terms of being more dissatisfied with their training programs in the specialty school.

In addition, of the 79% of these students who did give one or more specific reasons for attendance, differences in satisfaction with training were found between those

who gave rational as opposed to more superficial reasons. Large numbers of these students listed reasons having little or nothing to do with the quality of the program and which implied little investigation of the program prior to enrolling.

Generally, then, we can summarize these kinds of findings in this way. There are many high school students today who do consider specialty training while still in high school and, of these, a majority decide to attend vocational schools while still in high school. Yet, at present, they do not appear to be receiving the kind of attention from their high school counselors which they very much need. As a result, when they are enrolled in specialty training, many can give only superficial reasons for their school attendance and a surprisingly large number appear not to really know why they decided to enroll in training. While, since we have only a few thousand cases available, these kinds of generalizations must still be regarded as tentative, they are the ones our data as it now exists would lead us to make. We cannot say we have been responding well to the challenges the changing needs of these students pose for us.

The problem is particularly serious when we consider the nature of specialty training in the area vocational school. These are not schools for students to attend for purposes of their general educational improvement. Rather, the area vocational school exists primarily for the purpose of preparing persons with specific job skills which they then can and hopefully will use to enter the labor market. The courses and curricula are specific, not general. The area vocational school is a prime example of a type of educational institution whose students should certainly know why they are enrolled and have a rational and sensible basis for the decisions which led to their attendance.

The kind of rationale for cooperative working relationships pictured here is strictly student oriented. No other kind of rationale, in my opinion, is defensible for those of us in public education. For example, if criteria used in evaluating student personnel workers in area vocational schools were based on the numbers of applications they received from high school students after contacting high school counselors, the criteria would be both shallow and false. Criteria such as the

proportion of applicants who have potential for successfully completing the course, the proportion who know why they want to enroll, and the proportion who are satisfied with the school after enrolling are much more appropriate and eminently more defensible.

With this kind of rationale as background, let us turn now to problems of relationships, activities, and materials.

Relationships

As professional partners in public education and professional colleagues in the guidance movement, relationships which exist between student personnel workers in area vocational schools and high school counselors should be built and maintained around the kind of concept of student needs pictured here. While the needs for professional assistance differ between these two kinds of guidance specialists, their basic professional objective is the same. This professional objective is simply one of helping the prospective area vocational school student choose wisely from among the alternatives available to him. Both are seeking to ensure that, if a student chooses to enroll in an area vocational school, this school represents the best possible educational opportunity for him. No other basis for professional working relationships is defensible.

To be still more specific, I have heard some say that the basic work objectives of these two professionals have opposing professional focuses - that, while the high school counselor is concerned with finding the best school for the student, the area vocational school student personnel worker is concerned with finding the best students for the school. That is, the high school counselor is sometimes pictured as one who helps students select schools while the area vocational school student personnel worker is pictured as one who helps schools select students. One would have to be blessed with very deep professional insights with reference to the definition of the term "best" in order to use this perspective as a basis for professional working relationships. In light of this, I would prefer to reject this view in favor of the first I proposed - namely, that both are concerned with the student's welfare.

The essential working basis for the kind of professional

relationship I am speaking about lies in needs of both area vocational school student personnel workers and high school counselors for consultative services. Each needs to view himself as a consultant to the other. In the case of the high school counselor, there is a great need for consultation with respect to the nature of the area vocational school as an educational opportunity and the occupations towards which training in the area vocational school may lead. About a year ago, Wasson completed a study of relationships between these two groups of guidance specialists (9). He found that approximately 60% of the area vocational school student personnel workers viewed their relationships with high school counselors as "good" and about 40% as "poor". "Poor" relationships were most often described by area vocational school counselors as situations in which the high school counselor possessed insufficient information about the school and/or about occupational opportunities which might result from training. With the rapid growth of the area vocational school movement, there is no doubt but what much information is needed by high school counselors in this area.

The high school counselor should also serve as a consultant to the student personnel worker in the area vocational school. The expertise involved here is oriented primarily around data concerning the student who is considering entry into the area vocational school. The transfer of formal high school records to the area vocational school represents only a small part of what should be involved here. Much more important is the transfer of information obtained in counseling interviews from the high school counselor to the individual in the area vocational school who will assume prime responsibilities for counseling the student once he enrolls in that setting. If the individual student is to be helped to the maximum extent possible, such transfer of confidential counseling information is absolutely essential. To engage in this kind of activity is not inconsistent with the ethical standards of either the American Personnel and Guidance Association nor with those of the American Psychological Association, providing the transfer is from professional counselor to professional counselor.

This brings up what is probably the key question involved in discussion of professional relationships - namely, the relative qualifications of the high school

counselor and those of the counselor in the area vocational school. The quality of the professional relationship which can and will exist between these two will be a function of the professional qualifications of each. Where either or both possess less than the equivalent of a master's degree with a major in guidance and counseling, the probabilities of developing and maintaining the kind of professional relationships envisioned here appear slight. The problem of professional qualifications is particularly acute in the case of student personnel workers in the area vocational school who relate with high school counselors in a variety of settings. It seems to me that the area vocational school who employs a counselor with professional qualifications lower than that of any high school counselor with whom he relates is acting unwisely. I am convinced that both the kinds of relationships discussed here and the needs for guidance on the part of area vocational school students dictate that the very best counselors be employed in the area vocational schools. They cannot be mediocre by any standards of comparison with high school counselors. The obvious need for relatively higher salaries being paid to area vocational school counselors than to typical high school counselors is, in my opinion, simply a fact of life which the area school administrator must face.

A final area of professional relationships which should be discussed has to do with counseling responsibilities. Again, there is nothing profound or complex involved, but there is an important principle which must be made clear. The student should not be placed in a position where he is being counseled by two different counselors at a single point in his life. During the time he is in high school, the high school counselor should be the counselor with whom he relates. When he enrolls in an area vocational school, the counselor in that school becomes his counseling contact. There is a period of transition involved in which one or more three-way conferences involving the student, the school counselor, and the area vocational school counselor may be needed. At such times, the counselor with primary counseling responsibilities should be clearly identified and the other counselor should serve primarily as a resource person whose primary function is the provision of information. If the high school counselor and the area vocational school student personnel worker can agree on this principle, many potential problems of

negative professional relationships can be avoided.

Activities

The preceding discussion of professional relationships makes it unnecessary to elaborate at great length regarding specific activities of the high school counselor or the area vocational school student personnel worker in terms of contacts with each other. It is obvious that such activities as are involved will not occupy a very great amount of time on the part of either. It is equally obvious that the objectives of neither will be accomplished in the absence of specific activities.

The kinds of activities I would consider most appropriate here for the area vocational school student personnel worker include: (a) Supplying high school counselors with pertinent informational materials concerning the area vocational school and students attending that school; (b) answering specific requests of high school counselors concerning matters involving various prospective students; (c) visiting high schools for such purposes as conducting information dissemination sessions with students, speaking to faculty and community groups, and personal consultation with high school counselors; (d) arranging for visits high school counselors make to the area vocational school with groups of high school students; and (e) informing high school counselors with respect to training and post training vocational experiences of their former counselees who enrolled in the area vocational school. In this complex of activities, the area vocational school student personnel worker does not act as a recruiter of students. Neither does he act in any way as a replacement for the high school counselor. He is always a supplement to the high school counselor but never tries to perform activities which are properly the responsibility of the high school counselor.

Activities of the high school counselor which I would consider appropriate to this relationship include: (a) using both materials available from the area vocational school student personnel worker and the professional services of that worker to inform high school students and their parents of the area vocational school as an educational opportunity; (b) consulting with the area vocational school student personnel worker regarding the appropriateness of the area vocational school as an educational opportunity for specific students;

(c) transferring official school records (including counseling notes where appropriate) from the high school to the area vocational school; (d) encouraging high school students and their parents to visit the area vocational school - including participating in such visits himself; and (e) serving as a source of information for the area vocational school student personnel worker who needs specific further information after the student is enrolled in the area vocational school.

The two sets of illustrative activities could be greatly expanded with very little difficulty. Such an expansion would seem unnecessary at this time. Both the guidelines and the necessity for positive productive activities on the part of each should be apparent.

Materials

In many ways, some of the most significant elements related to the kinds of professional relationships discussed here are to be found in materials the area vocational school makes available to high school counselors for their use in the guidance of prospective area vocational school students. It is here where I have concentrated much of my own research efforts in recent years. Many of the basic research ideas behind these efforts have been reported elsewhere (5) (6). My purpose here must be one of providing only the sketchiest of outlines of these concepts.

The revolution which has taken place in recent years in guidance needs of students who choose not to attend college has not been generally recognized in materials available for counselor use. I am speaking of three broad areas of change here. The first is concerned with the forced "marriage" of educational and occupational information. Materials which do not reflect the very close relationships which now exist between these two simply do not meet the guidance needs of students. The second is concerned with the rapidity of change in our occupational structure holding implications for rapidity of change in occupations among our students. The kinds of informational materials needed today require much more of a temporal as opposed to a total career emphasis. This is especially true of those students for whom the area vocational school may be an appropriate educational opportunity. Finally, there has never been a time when it was more important

that these students participate actively in decision making affecting their own educational and occupational futures. With the prospective area vocational school student, certain basic decisions in this area cannot be postponed as long as they can for the student entering a liberal arts college. Ready or not, these decisions must be made.

In addition to these areas of student needs, the needs of high school counselors in this area must also be recognized. As an occupational group, it is sad but true that high school counselors are, to say the least, not well informed regarding educational opportunities available to students who choose to do something other than attend college nor do they know very much about either these students nor occupational experiences they are likely to encounter following training. To counsel students in ignorance holds high probabilities for ignorant counseling. Something must be done to reduce this counselor ignorance so we can increase the ability of prospective area vocational school students to make educational and vocational decisions which are appropriate for them.

The approach we have taken to this problem has been essentially one of using a person-oriented approach to reporting educational-occupational information. This material, based on research results pertaining to people-in-training and people-on-the-job, is reported in terms of probability-like statements in hopes that it will be directly useful in the counseling relationship. That is, in any counseling interview, the essential kind of student decision-making process taking place is one of helping the student decide "How does this information affect me?" We have tried to organize material in such a way that it will be both easy and productive for counselors and students to work together in answering this question during the counseling interview.

The preliminary evaluation of the materials we have prepared in terms of reports we have received from counselors is most encouraging (7). These counselors report that these materials are useful in helping students think about continuing their education after high school, in organizing their thinking for decision making, and for actually making specific decisions. While the kinds of more sophisticated experimental designs we hope to apply shortly may produce less positive results, the early

evaluation studies we have been able to complete to date all look highly positive.

The procedures we have developed can be made available in any state through cooperative arrangements between the state department of education in that state and the University of Iowa. We have high hopes that this possibility will be converted to reality in many states in the near future.

Summary

This presentation began with a rationale for working relationships between area vocational school student personnel workers and high school counselors. The entire rationale was built around a concept of service to students and defended on this basis. Using this rationale, I have then tried to offer brief opinions based largely on subjective judgment regarding the nature of these working relationships, specific activities on the part of both kinds of guidance specialists, and materials which will help each do a better job.

At this point, it should be apparent that this presentation should appropriately end where it began - by admitting that there is still much to learn in this area. These are problems we will solve because they must be solved. It is time we committed ourselves to an active search for their valid solution.

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WORK GROUPS

The papers presented by Dr. Swain, Dr. Payne, and Dr. Hoyt served as a springboard for group discussions on the first day of the conference. The groups, utilizing the wealth of ideas given them in the papers, applied those ideas to their own experiences in a frank airing of constructive expression. The second day of the conference was a day of defining -- a concerted effort to construct a blueprint for action.

Three assignments were presented. Two groups worked on the same assignment. The assignments involved defining the roles, activities, and materials of the high school counselor and area school personnel worker. The definitions formulated by the groups are presented in this Report as they evolved, in the words in which they were spoken. They were printed as reported so as not to change their original meanings.

In arriving at their statements, the groups were asked to re-examine the objective for guidance and counseling and, from this, to decide upon the roles of the counselor and the personnel worker. They were charged with discussing the personnel worker's projected role of resource consultant to the high school counselor. They were asked to base their definitions upon the character of their schools, their problems, and the guidance principles they adhere to. Based upon the premise that the counselor is a catalyst of change, counselors were asked to spell out the high schools' concerns regarding the area schools and possible changes to be made. The area school personnel were asked to consider changes necessary in the high school in order to better relate high school subjects to the vocational-technical school.

The groups -- high school counselors, area school personnel workers and directors, state department officials from across the country, and professors -- faced one another around the tables at the Biltmore Hotel and in a rare display of common effort, they did the unusual. They honed out of their experiences, their intelligence, and their imaginations a workable, creative, and comprehensive plan of action for high school counselors and area school personnel workers. The group reports include some oft-stated generalities, some concrete calls

for action, and some bright, new ideas. And although they each expressed it differently, the groups found common ground concerning the roles of the counselor and the personnel worker and the relationship between the two. They chorused the need for a more active relationship between the two and a firmer commitment to the student. They expressed the need for a better understanding of the purpose of the vocational-technical school in our society and the need to project this purpose to the public, specifically to students and their parents. They agreed upon the urgent necessity for the area schools to provide the right kind of information to the high school counselor so that he may effectively present the area school to his students as a valid educational alternative.

This conference was one very valuable step in the larger process of developing a program of student personnel services in the area vocational-technical schools. The conference itself was a crucible for testing and experiencing relationships between counselors and personnel workers. Rapport between the counselors and the personnel workers was of an enviable nature. As Dr. Swain told her audience, "Most educators throughout this country would give their eyeteeth to participate in a conference such as this." The groups were challenged by Dr. James E. Bottoms to "attack the assignments in a creative and vigorous manner with a positive, yet frank expression of your feelings and attitudes." This is what they did.

It is hoped that the ideas and the definitions which evolved from this conference will be implemented by counselors and personnel workers and will be of practical value to them and their colleagues in the years to come.

GROUP DISCUSSION

The following problems and recommendations developed as a result of the discussion of each background paper on Thursday. The discussions have not been reproduced in their entirety, rather lists of major problems and recommendations appear in the following pages.

Problem.

Students lack information about occupations and the world of work. They often view work as a means to an end. They are often influenced by others in their choice of occupations. Their freedom of occupational choices is often limited by their ignorance of the range of opportunities.

Recommendations.

1. Students should be provided with information of a realistic nature so they can see the total occupational world.
2. Information should be presented to all students at an early age. Personal contacts with successful people in different occupations can be helpful to younger children.
3. The counselor, the personnel worker, and the high school teacher play important parts in introducing the child to the world of work. Each should utilize every part of his school's program in achieving this purpose.
4. The counselor and teacher must understand the ways in which the child views the world of work.
5. The counselor can aid the teacher's occupation study unit by instituting group procedures. It should be recognized that there is group pressure on students making educational and vocational choices.
6. Students should know why strata of occupations exist.
7. It would be well if a cognizance of the dignity of work and a breakdown of the attitudes relating to various occupations could be brought about on the part of public school personnel, and more realistic job information with an emphasis on opportunity could be provided. Business and industry should be involved in teaching students about jobs in the state.

8. High school counselors and personnel workers should work together to assist students to explore all opportunities for occupational training to encourage appreciation of all levels of occupations and to increase the student's freedom of choice, not only by informing, but by being aware of their own biases.

Problem.

Many counselors, especially women, lack a knowledge of the world of work. Many also have poor concepts of blue-collar occupations.

Recommendations.

1. There are certain ways through which the counselor can shape up his attitudes toward occupations. He can get out and expose himself to the world of work. He can become acquainted with jobs through: (1) role playing, (2) field trips, (3) developing study units on occupations, including interviews, and (4) bringing in resource people (after careful forethought and planning).

2. The high school counselor can expect the area school personnel worker to serve as a resource person to provide vocational information and to relate knowledge about the kinds of workers industries need.

3. The counselor must continuously examine himself, his personal orientation, and the pressures by which he is influenced. Greater effort must be made to seek to know individuals who are in occupations.

4. Counselors should seek experiences which will allow them to explore their own attitudes toward occupations: (a) investigate people's attitudes towards jobs, (b) broaden experiences of teachers in the world of work (relate subject to range of occupation,) (c) find interests of students and provide field experiences to help them find ways of entering the occupational area.

5. Counselors could set up self-study programs, making visits to various businesses and industries. They should expose themselves to various occupations, seeking out spontaneous information. On a shopping trip, the counselor could ask the butcher about his job--how he got into it, how he enjoys it, etc. The approach the counselor uses should fit the situation. He should get to know the personnel in the local employment service, welfare agencies, draft boards, and rehabilitation service.

Problem.

The prestige of the area vocational-technical schools needs improving in the eyes of counselors, teachers, students, parents, and the general public.

Recommendations.

1. Because of the lack of status of the area vocational-technical schools, there is need to improve the schools' prestige. A testing program, administered at a specific time in the manner of the college board, could improve prestige. A fee could be charged and state-wide dates and centers could be established.
2. Often, there is a necessity for making information about the vocational schools available in order to counter misinformation.
3. The counselor and the personnel worker in the area school must help industry to recognize the training of students in vocational schools and to assist their personnel in becoming aware of the programs of training available in these schools. The challenge of the vocational schools is to provide employers with competent workmen. By doing so, the schools will gain the respect and interest of industry.
4. The now obsolete concepts of vocational-technical education are being reinforced by parents, counselors, and teachers. Teachers must be educated to the fact that technical courses require preparation.
5. Area school graduates should be invited to the high schools and area schools for group conferences with high schools and area school personnel.

Problem.

The counselors and teachers are not receiving adequate information about the area vocational-technical school.

Recommendations.

1. The counselor and personnel worker must establish clear lines of communication and share meaningful experiences in working with young people.
2. It is important to get the message of available opportunities

across to parents and teachers through re-education, specific definition of programs, and attractive, detailed descriptions of these programs.

3. High school counselors and student personnel workers have two things in common: an interest in helping students develop and a counseling background. It is important for both to understand themselves in order to understand their behavior.

4. The responsibilities of the area school student personnel worker include working in the areas of recruitment, admissions, counseling, orientation, student personnel records, job placement, and follow-up. In the areas of recruitment and admissions, he works in especially close contact with the high school. There is a uniqueness in the relationship between the high school counselor and the student personnel worker. The uniqueness lies in the fact that the student makes a choice of course prior to the entry into the area school.

5. By acting as a public relations person, the area school personnel worker can assist the counselor in his task of providing information to students and parents at an early date about the area vocational-technical school. In this role, he should go to civic groups, industry, PTA and GEA meetings, in-service programs for teachers, and college and career nights.

6. The student personnel worker should serve as an intermediary between the Labor Department and the high school counselor, informing the counselor of needs in these various occupational areas.

7. In order to prevent overlap of student personnel worker duties in areas of the state where there are several area schools, different personnel workers should present different aspects of the schools to the high schools. In areas such as this, one testing center should be established.

8. One method of communicating with students about area schools is through the use of peer group influence. Current area school students could be encouraged to return to their high schools to talk with their peers. When a student personnel worker comes into the high school he should bring one boy and one girl to assist in recruiting.

9. The student personnel worker should communicate with college counselors about students who are leaving college. He should inform all counselors of the services which he can furnish: catalogs, chapel program slide programs, programs for clubs, and tours for classes or clubs, etc.

10. Types of information, in more attractive catalog form, mailed out on predetermined schedule, are necessary to the counselor.

11. There are certain experiences which the area school personnel worker should seek in order to work with the high school counselors: (a) Believe in vocational education (Do we? Contact personally people in occupations to learn what the job offers beyond the salary. Service? Craftsmanship?); (b) Spend time with instructors in school to find out about job satisfaction; (c) Talk with people successful in their fields; and (d) Ask question, "How can I relate feelings about a job to a student if I do not know people in that job? "

12. Follow-up studies should be made of area school graduates and provided to high school counselors for information in assisting students to look at area vocational-technical schools as an educational alternative.

Problem.

Students are not receiving adequate information and guidance concerning the area vocational-technical school program.

Recommendations.

1. The counselor has a responsibility to provide guidance for all of the students in the school. The counselor pupil ratio makes this a difficult task. However, an atmosphere should prevail in the guidance-counseling service which conveys the feeling that the problems and ambitions of the vocational-technical school student will receive consideration equal to that received by the college-bound student.

2. The high school counselor wishes to identify each student in light of his greatest potentialities and assist him in a direction where he could achieve the greatest success, happiness, and general well-being. This could feasibly be begun by an investigation of the opportunities available in the area, one of these opportunities being the area vocational-technical school.

3. Computers in the area schools could be used to attract students into the schools. The computers could be utilized for occupational surveys which must always be followed up.

4. All area vocational-technical schools should inform girls that some of their courses--drafting, electronics, etc.--could be opened to them.

5. Knowledge about occupations and the world of work will eventually pay off for the area vocational-technical school, for students armed

with occupational knowledge will make a wiser choice of vocation.

6. There are some problems involved in communicating information to high school students. These things should be considered: (1) time--chapel programs, study halls, groups following chapel, etc.; (2) size--of school, of class; (3) grade level--all the way down to seventh grade; (4) type of contact--individual or group (by invitation; not recruitment.)

7. There are many ways to assist students to become familiar with area school programs: (1) resource people in subject matter classes, (2) club groups, (3) tours of area schools. Tours of the area schools could include club groups, groups of seniors, groups of juniors, or junior-senior groups. The best time for the junior class tour would be in early spring, perhaps April. The student personnel worker should come into the high school first. Following the tours, there should be a question-and-answer period while students are still on area school campus. They should be divided into small groups and allowed to return to their special interest area.

8. Special problems face the counselor and the student personnel worker in communicating with students in large high schools. The following questions need to be dealt with: (1) How can information best be communicated? (2) Can a survey be made to determine those who need to talk with personnel worker? (3) Can material be mailed to students in the last part of junior year or early in senior year? (4) How can lists of students be secured by the personnel worker?

9. College night should perhaps be changed to post-high school training night. Career days might perhaps be more feasible than career nights to insure larger crowds.

10. Teachers should be given the opportunity to explore and to discover vocational-technical school opportunities for students.

11. Students should be given information about all occupational and educational choices. Graduates of area schools and current students could be invited to their former high schools as speakers and provide information about the schools and the occupations for which they offer training. Speakers of this type often find it difficult, however, to communicate effectively to students. This method could do more harm than good if the graduate is not selected carefully.

12. The high school counselor and personnel worker can assist the student to change his attitudes about the area vocational-technical school. The counselor can provide more information, at an earlier date, to students and parents.

GROUP REPORTS

Group Assignment

Develop a written statement which defines the role of the high school counselor and the area school personnel worker in working together to assist students to examine and learn about opportunities available in vocational-technical schools.

WORK GROUP IA

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Group IA

These two groups of professionals differ in activities, but the major objective should be the same: the best possible educational opportunity for the individual student.

The student personnel worker should collect, record, and communicate data relative to the potential student population of the area.

The student personnel worker and the high school counselor should maintain contact with the total potential student population by using follow-up materials, etc. This may also be done by keeping records on all students who may later need vocational or technical education.

The student personnel worker should collect data relative to student needs and the needs of the economy and communicate such data to the school director and the decision-making body. The personnel worker should utilize the school director, high school counselors, area school advisory committee, and other community agencies available for such data collection.

The student personnel worker should prepare informative material clearly and accurately. The high school counselor should make such material available to the students so they can determine from this data the variety of choices and the flexibility of the offerings available in the area vocational-technical school.

The student personnel worker and the high school counselor should provide structured experiences so that certain students may see the opportunities available in the area vocational-technical school.

The student personnel worker and the counselor should enable students to learn interpersonal relationships in both the high school and the area school in order that they understand that keeping a job requires more than a body of skills.

The student personnel worker and the counselor should actively attempt to understand those influences outside the dimensions of education -- parents, peer groups, and certain organizations -- which influence students' decisions.

The personnel worker and the counselor should make consultation available to parents relative to students' decisions about area vocational-technical schools.

Group IB

Assisting students in examining and learning about opportunities available in vocational-technical schools requires an effective cooperative working relationship between the high school counselor and the area school personnel worker. This presupposes a recognition of mutual needs for the consultative services which each can offer. Open and clear lines of communication must be established and used on a regular basis.

To facilitate this process the following roles (expected behavior) of the high school counselor and the area vocational school personnel worker are defined according to certain guidance services.

Student Analysis Service. The high school counselor should utilize the complete personal file on each student to understand his (1) personal and home background, (2) test performance, (3) school record, including academic grades, activities record, and personal data. The counselor must use the appraisal instruments most appropriate for assisting students to evaluate their interests and aptitudes in terms of entrance requirements and training opportunities in the area vocational-technical schools. The area vocational-technical school personnel worker should be knowledgeable of those appraisal instruments most appropriate for assisting students in evaluating their interests and aptitudes in terms of the offerings in the area vocational-technical schools.

Information Service - Follow-Up Service. The counselor must know how to get facts on vocational opportunities and training and sources of this information. The counselor has a responsibility to set up methods, procedures, and activities to properly disseminate this information concerning opportunities and training programs in the area vocational-technical schools to students, parents, and teachers. The counselor should work with the school faculty to help teachers understand how the high school courses relate to the vocational-technical school courses. The counselor should provide the school faculty

and community with periodic progress reports on students who enter and graduate from the area vocational-technical schools.

The area vocational-technical school personnel worker has a responsibility to provide the high school counselor with pertinent information on (1) the area vocational-technical school plant and facilities, (2) the training programs in the area vocational-technical schools, (3) job opportunities available to vocational-technical school graduates, and (4) follow-up information on vocational-technical school students enrolled from the particular high schools. This follow-up information should include (1) personal and educational requirements, (2) students' strengths and weaknesses, and (2) students' adjustment to the area vocational-technical school program.

The area vocational-technical school personnel worker has a responsibility to provide such information to students, faculty and parents as requested by the school counselor. The student personnel worker should be available as a consultant to community agencies.

Counseling Service. The counselor has a responsibility to counsel with students in high school in order to:

- (1) help students make wise decisions and choices,
- (2) help students identify and examine their aptitudes and interests in relation to opportunities and training programs in the vocational-technical schools, (3) help each student to effectively utilize the sum total of information about himself -- personal data, test scores, interests -- to the end of planning his vocational-educational program.

The area vocational-technical school personnel worker has a responsibility to counsel with students in the area vocational-technical school in order to: (1) help them evaluate their vocational decisions and choices, (2) help them make satisfactory progress in the vocational-technical training. The area vocational-technical school personnel worker has a responsibility to consult the high school counselor when necessary to obtain information to assist students in making satisfactory progress in the area vocational-technical school.

Orientation Service. The high school counselor has a

responsibility to utilize available information to provide early orientation--in grades 8 and 9--of students to the area vocational-technical schools. The counselor has a responsibility to help students become informed about the opportunities and programs in the area schools. The counselor should plan activities for students, faculty, and parents to acquaint them with the area vocational-technical schools.

The area vocational-technical school personnel worker has a responsibility to meet the counselor's request to participate in orientation programs for students in grades 8 and 9 as well as for senior high school students. The personnel worker should provide orientation activities in the area school for new students. The personnel worker has a responsibility to acquaint the entire community with the area vocational-technical school through such activities as an "Open House".

The high school counselor and the area vocational-technical school counselor have a joint responsibility to recognize the importance of community involvement in the vocational planning and education of young people. Therefore, the numerous agencies and consultative services in the community should be utilized as necessary to make the vocational-technical educational and training program more effective.

GROUP REPORTS

Group Assignment

Develop a written statement which lists specific activities through which high school counselors and personnel workers can work together to assist students to examine and learn about opportunities available in vocational-technical schools and which lists specific responsibilities of each activity.

WORK GROUP IIA

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WORK GROUP IIB

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Group IIA

1. Activity. Student personnel workers should supply the high school counselor with pertinent information concerning the area vocational-technical school.

Rationale. The high school, by its nature, imposes a period of forced choice on the student. All students necessarily need to make some choice about their immediate futures. The area vocational-technical schools are alternatives that merit their consideration since the bulk of high school students do not attend college. All students could profit from having information disseminated to them relative to the many opportunities available in vocational education.

The area vocational-technical schools are new institutions, established on the premise that an increasing number of high school graduates will need to attend such schools in order to compete in the labor market and to fulfill the needs of industry. High school counselors have not had opportunities to become so well acquainted with the area schools as with other post-secondary institutions. The student personnel worker should provide the counselor with needed information for several reasons. He has this information at hand or is in a position to obtain it. By supplying it to the counselor, he can save her much time. Area schools must prepare proper information and have it ready at the request of the counselor. Information of a generic nature should be made available at the beginning of each year. Information of a specific nature should be provided to the counselor in the form of prepared bulletins giving course offerings, admissions requirements, course descriptions and occupational needs of the area, state, and nation. Without these materials, the counseling process is handicapped.

A close working relationship between the student personnel worker and the high school counselor can be accomplished through reciprocal visitation, each profiting from the services of the other. Students need to know about the opportunities at the area vocational-technical school. They gain such insights best through organized visitation of the physical plant. By exploring the facility and questioning students, graduates, and instructors, a choice can be made that is not biased

by a lack of communication.

Visitation between high school staff and student personnel and the personnel worker is a mere beginning. In addition to the information derived from visitation, constant communication must be implemented. The student personnel worker can achieve such communication through the effective presentation of slide programs and addresses to assembly programs, parent-teacher group meetings, civic and social organization meetings, and through the various means of industrialized communication available today. All such programs should focus on the area school enrollees, graduates, and staff performing their respective roles as useful individuals in the world of work.

Although the counselor and the students are of primary concern to the personnel worker, to be fully effective he must focus his efforts also upon the teacher, the administrator, the industrialist, and layman, and the parent.

2. Activity. Student personnel workers should supply the high school counselor with pertinent information concerning students enrolled in the area vocational-technical schools.

Rationale. The heart of the effective information service is an organized and systematic basis of communication between the counselor and the personnel worker. The personnel worker should provide information which will assist the counselor to understand those characteristics of students which lead to success or failure in the area school. The counselor, the area school personnel, and the student can profit from such information.

Information about students' characteristics enables the area school staff to evaluate the job that is being done and to make needed adjustments. Prospective area school students, provided with such information, can identify with former friends in area schools. The counselor is assisted in her role of making students aware of educational alternatives by knowing the type of student on which to focus.

Many high school students are not aware of the real opportunities offered by vocational-technical education. Even when they are informed of these opportunities, the chances of their choosing the proper courses are remote. They find it difficult to perceive themselves in the area school setting. When concrete statistical data of an understandable and realistic nature is available, they can more easily see themselves as successful students.

The personnel worker can provide the needed information on students' characteristics in many ways. He should prepare a survey of student characteristics and furnish it to the counselor in the form of graphic presentations, statistical analyses, and written reports at regular intervals. This should not replace the periodic follow-up report on graduates, but should simply enhance its full utilization. Both reports are of vital importance, each functioning in its own way, yet neither totally independent of the other.

The personnel worker should be in near-constant communication with the counselor, furnishing him with student rosters of former students now enrolled in the area school. This roster should include grade reports of these students, autobiographical or personal statements, and salary and career information on graduates.

A newsletter sent out from the area school to the high schools is not unrealistic, for concrete documented news is usually of interest, especially if it relates to persons known to the reader. It gives a student a concrete criteria for self evaluation and analysis of a possible role in an area school to see a former associate featured as "Student of the Month", etc. This procedure would, of course, enhance, not replace periodical and regular newspaper releases, radio and television presentations, and programs presented by the personnel worker.

There are numerous tasks which, if taken at one time, would be unrealistically time-consuming. However, the needs of the counselor and the personnel worker must determine their timing, preparation, and distribution. Communications are and shall be a continuing process, necessary to the total function of the student personnel worker.

3. Activity. The high school counselor should supply students and parents information provided by the personnel worker.

Rationale. Students do not gain knowledge of occupational and educational alternatives automatically, as a part of the growing-up process. All information -- including that about vocational-technical education -- needs to be made available to them. Their parents play a part in their occupational and educational decisions. Many parents have misconceptions regarding the area schools and their graduates; consequently, they may prevent students from really considering an area school as an educational alternative. Parents and students, in order that their decisions be realistic, need to have the total picture. Vocational-technical education is a part of that picture.

Methods of providing information to students and parents.

Assembly programs

Materials, to be taken home, distributed by homeroom teachers

Career conference at night for students and parents

Presentations at P. T. A. meetings

Presentations in faculty meetings

Guidance committee activities

Area school enrollees and graduates invited (with personnel worker) to the high school for group discussions or assembly presentations

Success stories about area school graduates

Encouragement of teachers to relate subject matter to courses offered in vocational-technical schools.

Resource teaching units

Visitation programs

Presentations to community groups

Group IIB

The rationale for developing the following activities is based upon an assumption that the role of the personnel worker and counselor is one of a cooperative working relationship in assisting students. Information provided to the student is the key factor for all activities. The role of the personnel worker and the counselor is based upon how this information is disseminated and used.

1. Activity. Supply and use pertinent information on the area vocational-technical school.

Responsibilities of the student personnel worker.

Supply pertinent information (catalogs, brochures, posters, occupational information) to high school counselor for purpose of informing students, parents and community about course offerings, entrance requirements, costs and opportunities in the various occupational fields. Such information may be provided by personal visits to the school or by mail to counselors and students.

Keep information accurate and up-to-date.

Provide information as often as new publications are available. Because of possible changes of school personnel in the summer, early September is an appropriate time for dissemination of material for counselor's use with seniors who have not completed post-high school plans. Specific letters or newsletters may be used each September to supplement information already in the school.

Responsibilities of the high school counselor. Use information to inform students about the vocational-technical school. This is done in personal conferences, groups, or by displaying materials in counselor's office and school library. He makes information available to faculty, guidance committee, school administration, civic clubs, P. T. A. and other community agencies.

Collect information on vocational-technical schools by mail, visits from personnel worker or on visits to the area vocational-technical school.

Counselor must have current information in order to acquaint students with vocational-technical school and to assist students in making decisions.

Use material in order to keep himself informed of changes.

2. Activity. Provide professional consultation to individual students.

Responsibilities of the personnel worker. Use records from high school, in conjunction with test results, for placement of students.

Send test results and probably placement of student back to high school counselor as soon as available in order that high school counselor may be aware of any changes in student plans.

Make individual contacts by letter, phone, or face-to-face for exchange of any pertinent information which would be of aid to the student at any time it is needed.

Responsibilities of the high school counselor. Send records of student to vocational-technical school. Include academic transcript and other pertinent information when student application is made to the school in order to expedite placement.

Use test results in counseling with students.

Make individual contacts by letter, phone, or face-to-face for exchange of any pertinent information which would be of aid to the student at any time it is needed.

3. Activity. Maintain visitation programs to the vocational-technical schools.

a. Groups of students with counselors. Invite school groups to visit vocational-technical schools in order to provide firsthand information about the program. Visitation should take place in spring of junior year or fall of senior year.

Responsibilities of the personnel worker.

Send out invitation.

Set time and date.

Make physical arrangements for tour.

Conduct pre-planning activities at the high school.

Carry out tour and group meetings after tour.

Conduct necessary follow-up activities.

Be aware that images of the school are being formed by every visitor.

Responsibilities of high school counselor.

Request tours of vocational-technical school.

Make physical arrangements for visits to vocational-technical schools.

Conduct pre-planning activities.

Accompany students on tour and participate in activities.

Carry out needed follow-up activities.

b. Groups of students with parents. Parents, as well as students, should be encouraged to visit vocational-technical schools in order to obtain firsthand information.

Responsibilities of the personnel worker.

Take every opportunity to encourage students and parents to visit the area vocational-technical school.

Conduct tour and provide needed information.

Responsibilities of the high school counselor.

Encourage students to take parents to vocational-technical school.

Initiate arrangements with personnel worker.

c. Utilization of peer group influence. Realizing the relationships that exist among peers, opportunities should be utilized to use students who have previously been enrolled in the visiting high schools in order to enable the visiting students to better identify with the vocational-technical school.

Responsibilities of the personnel worker.

Carefully select peer guides and representatives.

Encourage students to communicate with visiting students.

Responsibilities of the high school counselor.

Encourage high school students to seek information from former students.

4. Activity. Visit the high schools. Many students may be reached by various programs of visitation to the high schools.

a. Career Day.

Responsibilities of personnel worker.

Request to be invited to Career Day activities.

Participate in Career Day programs.

Conduct follow-up studies if necessary.

Responsibilities of the high school counselor.

Invite personnel worker to participate in Career Day program.

Inform students that personnel worker will participate in program.

b. College Day (or Night) Program. These programs as presently set up have not always proved successful for vocational-technical schools. Counselors may want to plan a special day for her own school so that all students may participate.

Responsibilities of personnel worker.

Request to be included in College Day program.

Participate in College Day programs.

Conduct necessary follow-up activities.

Responsibilities of high school counselor.

Plan for personnel worker to meet with groups of students in the ways that will best meet students' needs. This can be arranged through class groups, clubs, assemblies, etc.

5. Activity. Act as resource consultants to one another.

Responsibilities of the personnel worker.

Assist high school counselor in arranging speakers to acquaint youth with opportunities available to them (a public relations service).

Speakers can address school clubs, P. T. A. meetings, youth groups, churches, Y. M. C. A., Y. W. C. A., banquets, civic clubs, and athletic programs.

Assist high school counselor in in-service programs for teachers in order to broaden their concepts of total student needs.

Responsibilities of the high school counselor.

Assist personnel worker to have an opportunity to address various groups.

Assist personnel worker in in-service faculty meetings at vocational-technical school.

Serve as contact person for personnel worker in arranging in-service programs for teachers in the high school. These programs are important because the classroom teacher has more personal contact with high school students than does any other individual in the school.

6. Activity. Provide and use follow-up information.

Responsibilities of the personnel worker.

Send trimester progress report on individual students to their former high school counselors so that counselors may remain informed on progress of former students.

Provide annual follow-up study of all graduates from a particular high school completing a course in the vocational school to the high school counselor.

Send annual follow-up information to local newspapers as a means of fostering good public relations.

Prepare and distribute annual follow-up studies on graduates to high school counselors, industry, local state employment offices, and junior high school counselors. These studies may be used by the personnel worker for evaluating his own curriculums.

Responsibilities of the high school counselor.

Use trimester progress report as counseling aid with prospective vocational school students and their parents.

Use trimester progress report with faculty to familiarize them with progress of former students and to help them evaluate the high school curriculum as it seeks to meet the needs of all students.

Use annual follow-up study on all graduates in a particular vocational-technical school with prospective vocational students, their parents, the high school faculty, P. T. A. groups, civic groups, radio programs during American Education Week, etc.

Use annual follow-up studies by course-of-study with prospective vocational-technical school students, their parents, high school faculty, P. T. A., civic groups, and in other ways in order to keep the public informed.

GROUP REPORTS

Group Assignment

Develop a written statement which lists specific information needed by counselors and potential students in vocational-technical programs and which lists media for making this information available.

WORK GROUP IIIA

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Group IIIA

Specific information needed by counselors and potential students.

A definition of the unique purpose of the vocational-technical school to foster understanding of its function in counselors, students, and parents

Specific information about the kinds of students who have attended these schools and what happened to them: their jobs, salaries, location of jobs, employers, location of job in relation to home community, length of time to find a job, relatedness of work to the area of their training. (Criterion Group comparison)

Specific information about prerequisites of courses; for example, the math requirements for machinist training. Acquaint teachers with the job requirements or training requirements (field trips, visits, conferences, etc.)

Present information in form for decision-making rather than for influencing

Media for making information available

Printed materials offering broad-based occupational information (where and how to prepare for each job at each level)

Movie and television films - trailers - to reach students and parents. Example of movie: "The General with the Crazy Id" (contractors)

Plentiful supply of school catalogs

Area school yearbooks - put one or two in high schools

Materials should be differentiated for parents and students. Aim materials at specific audiences. Define the purpose of the materials before they are prepared. Several questions should be asked before materials are developed: Why? How does this information affect the reader? Will it affect his thinking or understanding?

Suggested that occupational information be disseminated in the elementary schools

Rationale. The area vocational-technical schools constitute a response to contemporary need for skilled workers and the need of certain youth to acquire such skills that will enable them to live more fully. The vocational-technical schools can help students to realize potentialities that they might otherwise waste. There needs to be information telling them how they can make the best use of this potential. The vocational-technical schools could inform people in basic adult education about opportunities available for training. Many levels of material need to be considered, such as junior high level, high school level, adult (both parents and possible students) level.

It was the feeling of Group IIIA that more such conferences should be held, including more high school counselors and possibly high school teachers.

Group IIIB.

The statements made by group IIIB apply to high school counselors and the potential area vocational-technical school students with whom they work. These potential students are those currently enrolled in the high school and, if possible, the out-of-school youth or those considering withdrawing. The other kinds of potential students--under-employed, older students, etc.--also need quality information; however, the committee was limited by time to devoting its efforts to the information needed by the high school students now in school, and those who have recently withdrawn.

It recognized that there exists a void in the types of information available regarding the area vocational-technical schools. The approach used in disseminating this information is very important. It should be presented with the individual in mind (a student-centered approach). These things should be considered before preparing the material: (1) age of students, (2) method for using material - individual counseling, group techniques, resource in library, (3) media for dissemination - printed matter, slides, film, tapes, picture notebooks, etc., and (4) extent to which material allows for change.

Type of information needed by counselors and students.

1. Information regarding the area school and the programs of study offered. This category includes the following items of specific information:

- a. Admissions procedures, including test dates and purpose
- b. Courses of study, including brief descriptions
- c. Services provided, including:

- 1. Housing
- 2. Counseling
- 3. Job placement
- 4. Insurance
- 5. Programs of financial assistance
- 6. Extra-curricular activities

- d. Expenses
- e. Facilities and equipment

Why this information is needed. To provide an organized method for implementing the choice, once the decision has been made. To provide specific information for assisting students in the decision-making process. To stimulate students to think about making career choices.

When this information can be used. Generally, at least 6-8 months prior to the time of contemplated entry (example: end of junior year). In situations concerning out-of-school youth, this information should be used whenever necessary.

Type of information needed by counselors and students.

2. Information regarding the relationship between high school subjects and occupations for which the area school offers training.

Why this information is needed. To provide classroom teachers with information which will assist them in giving added meaning to the subject matter, especially for those students who do not plan to continue their education in college. This will aid in stimulating interest on the part of these students. To show more clearly the types of knowledge and understandings which

are required in a variety of job opportunities. To show that academic subject matter is not confined to jobs which require college training.

When the information should be used. As early in the school year as possible; perhaps in the pre-planning sessions. It should also be used as early in the school career of the student as possible.

Type of information needed by counselor and student.

3. Information regarding the advantages afforded by the area school.

Why this information is needed. To provide the student with a valid reason for deciding to attend an area school. This should contribute to the student's feeling confident that he made the right decision. To clearly show that the area school offers a program of intensified training in those courses of study which have been proved to be currently needed and expanding in the economy and will, therefore, lead to immediate employment in a responsible position. To emphasize the fact that the area school offers quality education at a minimum cost in a location near the home of the student. To indicate that area schools are co-educational. To describe the wide range of courses offered.

When this information should be used. At the time the student begins to consider his occupational choice.

Type of information needed.

4. Specific data on the progress of former students for the high school counselor.

Why this information is needed. To give the counselor a means of helping prospective students identify with the area school and their friends who are enrolled there. This is designed to help a prospective student know how he might also 'fit in' with the area school program.

When this information should be sent and used. As it becomes available. To be used by the counselor to meet a particular situation.

Media for making different types of information available.

Catalogs

Comprehensive brochures

Course brochures

Newsletters

Posters

Tape recordings

Television and radio programs

Slides

Bulletin boards

Unique presentations, such as electronic boxes, circuits, gear mechanisms, etc., to be displayed in prominent places, both in schools and in public buildings

Standard form letters

Personal letters to students, counselors, administrative personnel, etc.

Public exhibitions, such as county fairs, industry days, etc.

Manuals and textbooks actually used in courses of study (These enable counselors to encourage students to stay in school to acquire necessary skills in academic subjects; helps students get a better idea of the types of materials used in courses)

Ways of evaluating materials provided counselors and students.

Periodic questionnaires to students, counselors, teachers, parents, and administrators regarding the quality of information and methods of dissemination

Interviews and personal contacts

Noting the degree of change in the types of questions asked and information requested

Longitudinal study on the progress of students (effectively conducted)

Other types of information needed.

The committee feels the following information is necessary and important, but did not have time to elaborate on the reasons for providing it, time for using it, media for dissemination, and means of evaluation.

5. Information about different kinds of training institutions and how they differ. Show why area vocational-technical schools offer the best opportunities for certain students.
6. Information on the characteristics and educational backgrounds of the students who have been successful in their training experiences. Describe a successful student in each course of study.
7. Information on (1) occupational characteristics, (2) job opportunities in the occupations for which the school offers training, (3) income, (4) fringe benefits, and (5) job satisfaction.

MAJOR RECOMMENDATIONS OF GROUP REPORTS

Groups IA and IB

Assignment

Develop a written statement which defines the role of the high school counselor and the area school personnel worker in working together to assist students to examine and learn about opportunities available in vocational-technical schools.

Major Recommendations

1. The student personnel worker and the high school counselor should establish clear and open lines of communication in cooperatively working toward the same objective: the best possible educational opportunity for the individual students.
2. The student personnel worker has a responsibility to collect, record, and provide accurate quality information on (1) the area vocational-technical school plant and facilities, (2) the training programs in the area school, (3) job opportunities available to area school graduates, and (4) follow-up information on area school students, which includes personal and educational requirements, students' strengths and weaknesses, and students' adjustment to the area vocational-technical school program.
3. The high school counselor has the responsibility to utilize the complete personal file on each student plus the information provided by the student personnel worker in assisting students to evaluate their interests and aptitudes in terms of entrance requirements and training opportunities in the area vocational-technical schools.
4. The high school counselor has a responsibility to set up methods for disseminating area school

information to students, parents, and teachers. The student personnel worker has a responsibility to provide such information to these groups as requested by the counselor.

5. The personnel worker has a responsibility to counsel with students in the area schools to help them evaluate vocational decisions and choices and to make satisfactory progress in their training. He has the responsibility to consult counselor for additional information in order to assist these students.
6. The high school counselor has a responsibility to utilize information provided by the student personnel worker to orient students of all ages and their parents and teachers to opportunities in the area vocational-technical schools.
7. The student personnel worker and high school counselor should provide structured experiences to enable students to understand opportunities available in the area vocational-technical schools.
8. The high school counselor and the student personnel worker have a joint responsibility to recognize importance of community involvement in the vocational planning and education of young people and to utilize community agencies in making this training more effective.

Groups IIA and IIB

Assignment

Develop a written statement which lists specific activities high school counselors and personnel workers can work together on to assist students to examine and learn about opportunities available in vocational-technical schools and which lists specific responsibilities of each activity.

Major Recommendations

1. The student personnel worker should prepare proper information on the area vocational-technical school and its students, keeping it up-to-date and accurate.
2. The student personnel worker should supply the high school counselor with pertinent information concerning the area vocational-technical school and its students in order that the counselor may assist students to make realistic educational and vocational decisions.
3. The high school counselor should provide information on the area school and its students to students of all ages, their parents, and teachers.
4. The student personnel worker and the high school counselor should establish a program of reciprocal visitation, the student personnel worker visiting the high school for the purpose of informing students and teachers of the purposes and programs of the area school and the counselor, teachers, and students visiting the area school for the purpose of becoming familiar with its facilities, instructors, and programs.
5. The student personnel worker and the high school counselor should provide information through a variety of methods including assembly programs, career conferences, PTA and faculty meetings, resource teaching units, and visitation programs.
6. The high school counselor should utilize all information on area schools and occupations in general to keep himself informed of occupational changes in society.
7. The student personnel worker and the high school counselor should provide professional consultation to individual students. They should exchange necessary information on the students, such as test results and high school records.
8. The high school counselor should encourage parents to take an interest in the activities of the area

school, urging students to discuss its programs with friends who are presently enrolled.

9. The student personnel worker should take part in high school career day activities and conduct follow-up studies if necessary.
10. The student personnel worker should provide speakers from the area school and industry to address groups of students, parents, and teachers on the area school programs.

Groups IIIA and IIIB

Assignment

Develop a written statement which lists specific information needed by counselors and potential students in vocational-technical programs and which lists media for making this information available.

Major Recommendations

1. The student personnel worker should provide materials to counselors, potential students, parents, and teachers, providing information on the following:
 - a. The purpose of the area vocational-technical school
 - b. The kinds of students who attend and what happens to them
 - c. Course offerings
 - d. Course requirements
 - e. Services provided
 - f. Expenses
 - g. Facilities and equipment
 - h. Advantages of the school
 - i. Broad-based occupational information
 - j. Job opportunities and salaries for graduates
 - k. Relation of high school courses to occupational areas

2. Materials provided by the student personnel worker should meet the following qualifications:

- a. Timely
- b. Accurate
- c. Plentiful
- d. Written in manner appropriate for group which they are designed to reach
- e. Written in form for decision-making rather than influencing

3. The following media for making different types of information available should be utilized:

- | | |
|--------------------|-----------------------|
| a. Catalogs | i. Presentations |
| b. Brochures | with school |
| c. Newsletters | equipment |
| d. Posters | j. Standard form |
| e. Tape recordings | letters |
| f. Television and | k. Personal letters |
| radio | l. Public exhibitions |
| g. Slides | m. Manuals and text- |
| h. Bulletin boards | books |

4. Materials provided counselors and students should be evaluated for their effectiveness through the use of questionnaires and longitudinal studies of the progress of students.

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